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**TITLE : IMPROVING STUDENTS' READING ACHIEVEMENT
USING INQUIRY APPROACH IN TEACHING
ENGLISH AT SECOND YEAR STUDENTS OF MA
BANU HASYIM JANTI WARU SIDOARJO**

Has been accepted and approved to be examined.

Surabaya, January 11th, 2011

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ABSTRACT

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English is one of the international communication languages. It has been though most of people in different countries as a media to relate the knowledge, scientific, technology, politics, trading and academics as well as education field. Nowadays, English language has been taught in all level education, from the elementary school until university. English language becomes a subject of lesson that must be taken by the students in the school. But, most of the students still have problem with English, especially for reading.

Based on the reason above, the researcher chooses inquiry approach in teaching English to improve students' reading ability. inquiry approach is one of strategy or method which is expect teacher to engage learners in order higher thinking activities, expand their deep knowledge about reading comprehension; and create activities to the world beyond the classroom, because inquiry based learning is a strategy that provides an opportunity to do the meaning full learning. It emphasize three thing, i.e. 1) it is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, either individually or in group work. 2) It begins with observation and progress to understanding the concept. 3) It develops and implements critical thinking skills.

The objectives of this study are about how the students' responses in learning English using inquiry approach, how the class atmosphere when inquiry approach implemented and how the progress of students' reading achievement in reading after inquiry approach implemented. The subject of this study is the second year students of MA Banu Hasyim Janti Waru Sidoarjo 2009-2010 academic years. The students were enthusiastic and interesting in applying this inquiry approach technique. This method was making the students easier to understand the reading materials. The result observation checklist in the last cycle proved that 92, 85 %. It means most of student's active involvement in the process of teaching and learning. It also based on the result of interview for the students. The progress of students' reading achievement in reading after inquiry approach implemented was 89, 5. It was happened because the students could answer the reading test perfectly, their reading comprehension, spelling and grammar better than the first and the second cycle.

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CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

A. Background of The Study

English as international language since it is used around the world. Stern states that English is learning in many countries across the world, this is not only with references to specified English speaking territories, but as means of international communication across national boundaries among speakers of other language.¹ It means that English is one of the important languages, because most of people from different countries use English as international language to communicate with others and also as a media to relate the knowledge, scientific, technology, politics, trading, academic as well as education.

Language is a complex specialized skill, which develops since the child age spontaneously, without conscious effort or formal instruction is deployed individual, and is distinct from more general activities to process information or behave

¹ Stern, H.H. *Fundamental Concepts of Language Teaching*, (New York: Oxford University Press, 1983), p. 17

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intelligibly.² Because of language operates in a speech community and is culturally transmitted; i.e., people acquire language through their culture.³

Nowadays, English language has been taught in all level of education, from the elementary school until the university. English language becomes a subject of lesson that must be taken by every student in school.

As we know that teaching English in education is divided into three parts, teaching English as a foreign language (TEFL), teaching English as a second language (TESL), and teaching English to speaker of other language (TESOL) because the learners of English in Indonesia find the English only in their classroom not daily language use.

Formally teaching English as a foreign language involves four language skills, they are speaking, listening, reading and writing. An English teacher must be responsible for these aspects in practicing their knowledge which are appropriate to the students' need. In formal learning, risk-taking is controlled, usually by the teacher. ⁴The four language skills above are taught and developed integrated, but the reading skill is the most important that can support the process of mastering the other skills, because reading can improve the students ability to speak English fluency, increase the vocabularies, comprehend the English text and also to compose writing skill.

² H. Douglas Brown, *Principle of Language and Teaching*, 4th ed, (Addison Wesley Longman, Inc, 2002), p. 5

³ Renzo Titone and Maracel Danesi, *Applied Psycholinguistic: An introduction to the Psychology of Language Learning and Teaching*, (London: University of Toronto Press, 1985), p. 4

⁴ David Milton, *Teaching Skills in Further and Adult Education*, (Australia: Thomson, 2005), p.

Those abilities above should be achieved by students who want to improve their comprehension of reading. Another aspect that is important in reading comprehension is a purpose of reading. This opinion based on Greenwoods, he states:

Efficient reading depends first all on having a purpose of reading, knowing why the reader are reading a text; the purpose will usually determine the appropriate type of reading and the relevant reading skills to be used.⁷

This statement means if the student want to comprehend the materials (what the reader read) better, the reader should have an aim or purpose as guidance for what the reader want to know. On the other hand if the student does not have a purpose, they will not have an idea what they want to find out from the materials.

However, we need to know the comprehension of the student after having task in materials by asking them to answer the questions in the reading text, because some of students can read the word in a passage perfectly, but sometimes unable to answer question that call for making inferences or for identifying the main idea, it is because they have some lacks vocabularies that they do not understand and difficulties to get the main idea of the text or the key word in a text.

That is why the teaching reading in a foreign language is difficult. The teacher primary helps the students to build up adequate linguistic background based on their needs, interest and levels of understanding before they attempt any reading activities. The student should know the language well enough to read efficiently.

Students need chances to build up processing abilities in a language. Therefore, in reading subject students be able to build up process abilities in many contexts. In other hand, in many foreign language teaching situations, reading

⁷ Ibid, p. 83

receives a special focus. Although reading to be a special focus in foreign language teaching, the teaching should emphasized the teaching learning activities in reading without ignoring the other skills.

The teacher must pay more attention in developing reading program. Based on this goal, the teacher should prepare themselves to find a better way or method to help their students to reach the target aims that lead to increase student's achievement.

There are many techniques and strategies that used by the teacher to teach reading such as, KWLH Technique, DRTA Technique, SAVOR procedure Technique, ORAL Reading Technique and the ELECTRIC Technique. This study was applied in technique of teaching reading.

There were two previous researches related this study those are: Studi Komparasi Hasil Belajar Antara Metode Expository Learning Dan Inquiry Discovery Dalam Bidang Studi Pendidikan Agama Islam di SMKN 1 Surabaya. This research was conducted by Husni Mubarak, 2007. The result of this study there were comparison between Expository Learning and Inquiry discovery. Inquiry Discovery more effective than Expository Learning. The percentage of Table Test ($7,00 > 8,00$) means that Inquiry Discovery better than Expository Learning. Other previous research was Implementasi Model Pembelajaran Jurisprudential Inquiry pada Mata Pelajaran Pendidikan agama Islam di SMP Muhammadiyah 12 Lamongan by Ifa Faridah, 2009. The result of this study showed that 89,96% have been implemented well by the researcher. The similarities between those two study and this research were using inquiry method, using interview and observation of the of the data collection technique. The differentiates with this study were focused on English

language especially reading skill, there is no comparison between two methods, focused on four main activities in inquiry approach; observing and analyzing activities, investigating activities, theorizing activities and questioning activities.

Inquiry approach is one of strategy or method which is expect teacher to engage learners in order higher thinking activities, expand their deep knowledge about reading comprehension; and create activities to the world beyond the classroom because inquiry based learning is a strategy which follow the science methodology and provides an opportunity to do the meaning full learning.

Inquiry is a complex idea that means many things to many people in many contexts. It emphasize three thing, i.e. 1) it is a cycle which consist of observing, questioning, investigating, analyzing, and theorizing activity, either individually or in group work. 2) It begins with observation and progress to understanding the concept. 3) It develops and implements critical thinking skills.⁸

According to Hisyam Zaini et.al in his book of active learning strategy states that in this simple technique can arise the curiosity of students by asking them to make prediction or estimates about the topic or an question.⁹ This approach can make the students active during the process of learning in the classroom and critical thinking because they find the way of study by themselves and other reason because Inquiry Approach is learning which is refers to the (students centered) than teacher centered.

⁸ Nurhadi, et.al. *Pembelajaran Kontekstual dan Penerapannya dalam KBK*, (Malang: Malang University, 2004), h. 43

⁹ Hisyam Zaini and Bermawiy Munthe, *Strategi Pembelajaran Aktif: Inquiring Minds Want to Know*, (Yogyakarta: Pustaka Insan Madani, 2008), h. 28
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Based on the reasons above, the researcher would like to hold a study on the title of research improving students reading achievement using Inquiry Approach in teaching English at second year students of MA Banu Hasyim Janti Waru Sidoarjo in creating hortatory exposition text. The researcher chooses them because they get hortatory exposition text as their materials, also because of Inquiry Approach did not use by the teacher in teaching reading. The researcher want to implemented Inquiry Approach in reading class is to know how far it can influence students' reading ability. The researcher quite sure that the students will be interested and motivated them to improve their reading ability.

B. Problem of the Study

Based on the background above, the problem of the study can be formulated as follows:

1. How are the students' responses in learning English by using Inquiry Approach?
2. How is the class atmosphere when Inquiry Approach is implemented?
3. How is the progress of the students' achievement in reading after Inquiry Approach Implemented?

C. Objective of the Study

The purposes of this study are:

1. To describe the students' responses in learning English by inquiry approach.
2. To describe the class atmosphere during the inquiry approach implemented.
3. To know how far Inquiry Approach improve student's reading ability.

The last is for the researcher, by applying this Inquiry Approach hopefully can provide a scientific reference and knowledge especially for reading ability.

E. Scope and Limitation of the Study

This study took place at second grade students at Islamic Senior High School Sidoarjo, and focuses on the implementation of inquiry approach in teaching reading at Banu Hasyim Islamic Senior High School Sidoarjo. All of students will get same treatment. The writer chooses Banu Hasyim Islamic High School because the daily language of this school uses English and Arabic language (Bilingual). And other reason because the inquiry approach is did not yet apply in teaching reading in this class.

Inquiry approach will be successful if applied in the classroom with a small number of students, so teacher can stay focus and keep student active in the class. The researcher will do classroom action research on the scope and limitation as below: 1) this study will be implemented for second year students of MA Banu Hasyim Janti Waru Sidoarjo. 2) the researcher will focus in teaching reading ability among the four skills of English Language. 3) the researcher will introduced and use a strategy of Inquiry Approach in teaching reading. 4) the main activity in teaching using Inquiry Approach are consists of: observing, questioning, analyzing and theorizing activity.

G. The Systematization of Discussion

Chapter I

: Introduction

This chapter comprises and discusses about introduction that consists of background of the study, problem of the study, objective of the study, significance of the study, the scope and limitation of the study, the definition of key terms, and the systematization of discussion.

Chapter II

: Review of Related Literature

This chapter discusses and reviews the understanding theory related to the study. This review discussed about: Teaching English, The Nature of Reading, The Importance of Reading, Reading Purpose, Reading Comprehension, Teaching Reading, The Importance of Teaching Reading, The Teacher's Role in Teaching Reading, Reading Method, Contextual Teaching and Learning, Inquiry as Means of Method in Teaching Reading, Procedures in Inquiry Learning, Advantages and Disadvantages of Inquiry Approach, Assessment of Reading, The Criteria of Success, Identify Purpose and Previous Research Related the study.

Chapter III**: Research Methodology**

This chapter is focused on a description of the research design, the subject of the research, research procedure, data and source of data, data collection technique, research instrument, data analysis technique and concluding data.

Chapter IV**: Results and Discussions**

This chapter is focused on data presentation and discussion of the research concerning with the glance description of the research object, the descriptions of research finding and the discussions of research findings.

Chapter V**: Conclusion and Suggestion**

This last chapter presents the conclusion and the suggestion of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher reviews of related literature, which covered a related theories and reviews understanding theory which used in the study concerning with the reading ability. To be more specific, the reviews consist of some points. Those are: (1). Teaching English, (2) The Nature of Reading, (3) The Importance of Reading, (4) Reading Purpose, (5) Reading Comprehension, (6) Teaching Reading, (7) The Importance of Teaching Reading, (8) The Teacher's Role in Teaching Reading, (9) Reading Method, (10) Contextual Teaching and Learning, (11) Inquiry as Means of Method in Teaching Reading, (12) Procedure of Inquiry Learning, (13) Advantages and Disadvantages of Inquiry Approach, (14) Assessment of Reading, (15) The Criteria of Success, (16) Identify Purpose and (17) Previous Research Related the Study.

1. Teaching English

Teaching is building and facilitating learning, enabling the learner to learner, setting the conditions for learning.¹⁰

In accordant with definition of learning that is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching can be defined as showing or help someone to learn how to do something, giving instruction, guiding in the study of something. So, teaching can not be defined apart of learning.

¹⁰ H. Douglas Brown, *op.cit*; p. 7

students must enjoy the reading text and read it silently as well as a certain speed reading.

Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams. Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow argument, and detect implication. They know most of the words in the text already, but they can also determine the meaning of unfamiliar words from the context.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. The best way to acquire a large vocabulary is to read extensively, because reading is basic skill to gain a success in real world. Reading plays very important role in facilitating the student who expect to gain success from his study. According to reading authorities, about 90 % of all the study activities that are carried on in regular high school subject involve reading.

A success person is a person who read a lot in his childhood. The reading ability will affect him when he grows up. It is obvious that reading is a basic skill to gain a success.

2.1.2. Reading Purpose

Reader usually read for variety purpose. Readers sometimes read to locate specific information, to get written resources and to interpret symbols or characters in reading text. Besides that, people also read for many different reasons. Some read for

- Principle 1: Reading is not passive skill.

The teacher should motivate the students to be active in learning. For example, the teacher asks the students to guess what the word means, see the picture and understand the arguments. Then, let's them work out in order they do not forget it quickly.

- Principle 2: The student needs to be engage with what they are reading.

Students who are not engaged with the reading text and are not actively interested in what they are reading will get no benefit from it hence; the teacher should select an interesting topic.

- Principle 3: The student should be encouraged to respond to the content of reading text, not just to have language.

In studying reading text, the students are not only study the number of paragraph but also the meaning and the message of the text. That's why, it is important to give the students chance to respond the message o the text.

- Principle 4: Prediction is a major factor in reading.

Before they read, they often look at the blurb. It may contain a summary, a photograph and headline. It affects us to predict what we are going to read the teacher's role here is giving the students "hint". So, they can predict what is coming.

- **Principle 5: Match to the topic.**

adjust their reading speed according to the material that they are reading and their purpose for reading it.²⁹

4) Intensive reading

Intensive reading is the term used to describe the strategies used for reading shorter text to extract specific information. It is also called study reading, this involves close of the text.³⁰

4. Contextual Teaching and Learning (CTL)

Contextual teaching and learning is defined as a conception of teaching and learning students that helps teacher relate subject matter content to real world situation and motivates students to make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires. Thus, CTL helps students connect the content they are learning to the life contexts in which that content could be used. Students then find meaning in the learning process. As they strive to attain learning goals, they draw upon their previous experiences and build upon existing knowledge. By learning subject in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts.³¹

²⁹ Beatrice S. Mmikulucky and Linda Jeffries, *Advance Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skill, Reading Faster*, (New York: Longman), p. 240

³⁰ Gerry Abbot and Peter Wingard, *The Teaching of English as an International Language: A Practical guide*, (Singapore: Collins ELT, 1981), p. 92

³¹ Robert G. Berns et al., *Highlight Zone Research Work, Contextual Teaching and Learning: Preparing Students for the New Economy*, 2001), p. 5

making these connections, students will see and find the discover meaning of their school work.³⁵

4.1. Inquiry as Means of Method in Teaching Reading

As a teacher of reading, one of the primary goals is to instruct the learners on how to critically and thoughtfully about the material they read. Although location quality information is part of learning process it is major for us to make sure that our students have the ability to analyze, evaluate and think divergently.

With those abilities the students will be able to attain deeper understanding the topic at hand. Inquiry is an approach to teaching that involves a process of exploring the natural world, which leads to asking question and making discoveries in the search of new understanding. Inquiry is based on the formation of hypotheses and theories and on the collection of relevant evidence. Children need to use logic to devise their question and make predictions. When using the inquiry methods of investigation, children learn that authorities can be wrong and that any question is reasonable.

Inquiry is defined as a seeking for truth, information, or knowledge – seeking information by questioning. Because inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit to seek resolution to question and issue while construct new

³⁵ Elaine B. Johnson, *Contextual Teaching and Learning: What it Is and Why it's here to Stay*, Loc.cit.

knowledge. On the other hand, inquiry in its most simplistic form is to ask other to make their thinking process.³⁶

attitudes. An assessment instrument may be any method and procedure, formal or informal, for producing information about pupil.³⁹

According to Slavin, assessment is a measure to know how far the student has reached the objectives.⁴⁰ As states in Ulya, the assessment was used to give feedback for students to know their strength and weakness that it will motivate them to improve their outcomes, assessment used to monitor the students' progress and diagnosis their progress that it possible to give them remedial test in order to fulfill their need, assessment give teacher to do remedial teaching for instruction, give the chance for students to reach the competence although they have different intelligent and assessment give more communicative information to the board about the effectiveness of the teaching learning process they have conducted.⁴¹ In order for reading assessment to become useful in student evaluation, teacher should consider the following:

1. Be thoroughly familiar with development learning process and curriculum.
2. Articulate a philosophy of assessment and evaluation.
3. Know about and have experience collecting, recording, interpreting and analyzing multiple sources of data.
4. Be flexible and willing to try out multiple assessment procedures.

³⁹ Beni S. Ambar Jaya, *Tekni-teknik Penilaian Kelas*, (Bandung: Tinta Emas publishing, 2008), p.36

⁴⁰ Robert E. Slavin, *Education Psychology: The Theory and Practice*, (Needam Heights: Allyn and Bacon, 2002, sixth edition) p. 461

⁴¹ Ismatul Ulya, "A Case of Study of Pakem Method Implementation for English Subject in the Third Grade of SD Muhammadiyah Manyar Gresik Kota Baru", (UNESA, Unpublished thesis S-1, 2007), p 26

5. Be committed to understanding and implementing an approach to evaluation that inform students and direct instruction.⁴²

In this study the researcher using selected response assessment such as:

1. Multiple choice items.
2. True false items.
3. Matching exercises.
4. Short answer.
5. Fill in items.⁴³

Assessment Guide

- Correct answer, right and good structure : 4
- Correct answer, right and inappropriate structure : 3
- Correct answer, less precise and less structure : 2
- The answer is less precise, less true and less structure : 1

Score : $\frac{\text{Total Skors}}{\text{Total Minimum Skor KKM}} \times 100 \%$ Total Minimum Skor KKM : 75⁴⁴

Maximal Skor

5.1.The Criteria of Success

The researcher set up criteria of success to estimate whether the implementation of the action is effective or not. These criteria of success are formulated to see whether the application of inquiry approach technique in teaching reading succeeded or failed.

⁴² J. Michael O'Malley et al; *Authentic Assessment for English Language Learners: Practical Approaches Teachers*, (USA: Wesley Publishing, 1996), p. 97

⁴³ Beni S. Ambar Jaya, *Tekni-teknik Penilaian Kelas*, Loc.cit.

⁴⁴ Adapted from *Standard Competency of English Syllabi in KTSP*

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about (a) the research design, (b) the subject of the research, (c) research procedure, (d) data and source of data, (e) data collection technique, (f) research instrument, (g) data analysis technique and (h) concluding data. All of those components are discussed in this chapter as follows:

A. Research Design

The research is classified as classroom action research. According to Jean McNiff classroom action research is an approach to improve the educational through change, by encouraging teacher to be aware of his/her practice, to be critical of that practice, and prepare to change it.⁴⁶ It means that when the teacher more aware of how his/her students learnt, moreover the whole educational process hopefully becomes more enjoyable and meaningful.

In other hand, a classroom action research is a kind of research that begins with a question or question about classroom experiences, issues, or challenges. It is reflective process that will help teacher change and improve. Classroom action research are provided for teacher who want to understand about teaching and learning, develop teaching skill and knowledge and take an action to improve students learning. In the classroom action research, researcher enters the classroom, watches, records and note taking what happen there and reports the finding.

⁴⁶ Jean Mckniff, *Action Research Principles and Practice* (London: Rutledge, 1988), p. 475

Classroom action research is part of action research which this is a strategy of research that passes the control of practice over the individual teacher in a specific setting. The conventional view of this strategy is that practitioners may follow a certain action-reflection procedure that will allow them to improve unsatisfactory situations. This procedure is one of identification of a problem and subsequent resolution of the problem through a process of (observation-solution-action-reflection-modification).⁴⁷

As stated by Penny Urbanisasi, according to one convention, action research is meant primarily to improve the teacher-researcher's own teaching. It is based on a cycle of investigation, action, and re-investigation and is usually done by two or more collaborating teachers.⁴⁸

The first step that would be conducted by the researcher was preliminary study toward the teaching of English at second year of Banu Hasyim Senior High School in Sidoarjo. It was found and identified the problem of the class, and then analyzed them. In the planning step, the researcher was made and designed a lesson plan for teaching reading based on the findings in the preliminary study. It consists of objective and organizes materials. The researcher also was prepared the media, and observation check list.

The design of classroom action research used in this study is a cyclical process, which consist of four steps adapted from Kurt Lewin as followed below⁴⁹:

1. Planning the action

⁴⁷ Jean Mc Niff, *Teaching as Learning: an Action Research Approach*, (New York: MacKay's of Chatham PLC, 1993), p. 14

⁴⁸ Penny Urbanisasi, *A Course in Language Teaching*, (Cambridge University Press, 1996), p.328.

⁴⁹ Iskandar, *Penelitian Tindakan Kelas*. (Ciputat, Gaung Persada, 2009), h. 28

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research that was illustrated above. In observing step, the researcher was done to write an observation checklist for the students in observation checklist form based on the students and teacher activities that was happened in the classroom. Then for the next cycle the researcher made revisions on the teaching strategy and these activities would be repeated for several cycles until expected result was obtained by the researcher.

B. The Subject Of The Research

According to Mc. Millan, “A research subject is an individual who participates in a research study or is someone from whom data are collected”.⁵⁰ This study will be conducted at Banu Hasyim Senior High School. The location is on street Brigjen Katamso No. 100 Janti Waru Sidoarjo and the subject of the study is second year students which in consist of twenty students in academic year 2009 – 2010. All of the students were got the same treatment in teaching activity.

The researcher choose Banu Hasyim Islamic School because the daily language of this school was used English and Arabic language but the students still have problem in reading text especially identify generic structure of hortatory exposition text and understood the meaning of difficult words of the text.

The researcher chooses second year students because the first year students more concentrate to adaptation with their friends and their and their new environment of the school. And the third year students must prepare the nation examination. Therefore, the researcher chooses second year students.

⁵⁰ James H. Millan, *Educational Research Fundamental for the Consumer* (New York: Harper Collins Publisher, 1992), p. 68

C. Research Procedure

This study was conducted under the following procedures those are:
preliminary study, planning, implementing the action, observing and reflection.

a. Preliminary Study

The researcher did preliminary study to get anything information about the Way and the strategy in teaching and learning English language at MA Banu Hasyim Janti Waru Sidoarjo, especially teaching and learning of reading skills. It also done to obtain some information and find out some problems faced by English teacher and students itself in teaching and learning process especially of competence in reading ability. In the preliminary study of her research, the researcher meets the curriculum vice of MA Banu Hasyim Janti Waru Sidoarjo on the permission of the headmaster to prepare about the plan of conducting the research. And then, the researcher meets the English teacher of second year students for an informal interview and for direct observation to find out the situation in the classroom. The teacher faced some problems of students reading ability in teaching and learning process. After the observation is conducted, the analysis is carried out. From this analysis the researcher will find out the students reading achievement of reading ability. The data obtained from those is used to set up a planning action.

b. Planning

After he researcher conducted a direct observation to the classroom and did some informal interview to the English teacher of second year students, the researcher makes a prior preparation to the implementation of the action based on

the preliminary study. As the next step, the researcher prepares suitable topics materials using inquiry approach technique in reading class, designs lesson plans, prepares instructional materials, game and media.

c. Implementing the Action

After the planning is finished, the researcher implemented inquiry approach technique to the second year students. In implementing study, the researcher would carry out the lesson plan three cycles. In the first until the third cycle the teacher acts as a practitioner, while the researcher plays as observer during the process of teaching and learning.

d. Observing the Action

Observation was conducted at the same time in every meetings that the action being implemented in the class. It was used to identify the activities occurring during the teaching and learning process. Here, the researcher used observation checklist for the students and field notes in carrying out the observation. These observations are used to monitor the students' steps of action and their responses toward the action given by the teacher in learning activities occur in the class. The results of observation and field notes would be input in improving of teacher performance.

c. Reflecting

According to Suharsimi reflecting or reflection was included with analysis from the activity that has done.⁵¹ the result from this activity can be as input for fixing the procedure of the next cycle. The practitioner and the observer conduct

⁵¹ Arikunto Suharsimi, prof, et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2009),

the discussion about the implementation of planning action, they can discuss about the obstacle or the successful of the previous cycle. Discussion conducted by them with the purpose to make good lesson plan for the next cycle.

There are two kinds of reflection employed in this study. The first reflection was concerning to what teacher has done in implementing the action and student's behavior in applying inquiry approach in teaching reading. It was conducted after the teaching learning process finished on each meeting beginning on June 4th up to 16th June 2010. It was also gained based on the result of observation checklist, and note. The researcher and the real teacher crosscheck it to share perception about the strength and the weakness of the teacher in implementing inquiry approach as method to improve reading ability. Furthermore, it was also used to check the student's behavior in doing task. In conclusion the objective of this reflection is to improve the teacher's step in implementation in the next meeting.

The second cycle and three cycles as the last reflection were a total process that conducted for each cycle. It was made to judge to what degree the student's competence in each cycle that has been improved. In addition the strength and the weakness of implementing inquiry approach as method to improve reading ability are also evaluated test result. However, the researcher in this study was able to finish one cycle in one meeting. Therefore the researcher only needs reflection for each meeting.

D. Data and Source of Data

The data in this study is in the form of direct observation checklist and field note. Those data was to answer the process implementation of inquiry approach in teaching and learning English language especially reading subject.

The data of this study was also the form of interview result. It was taken to know the student responses and difficulties about the inquiry approach after implemented in the class. The direct observation checklist and note taking both of them would be used to know the class atmosphere, and made note taking about anything that was happened in the class during the inquiry approach was implemented.

And the result of those data (direct observation checklist for the students, note talking and interview) would be analyzed by the researcher and the teacher class to know the progress of the students in reading ability and the condition of student's when they conduct it.

E. Data Collection Technique

1. Observation checklist

The data conducted by observing the student's active involvement and their responses toward the process of learning and teaching using inquiry approach. The data would be used to know how the process of implementation of inquiry approaches. The checklist for the students would be conducted by the researcher to get the data about students' active involvement during the classroom activities. The observation checklist would be done directly in every meeting. The

in every meeting. The point indicators being measured in observation checklist were in four parts, those are:

- 1) Observing and analyzing activities includes: responding the teacher's greeting, responding the teacher question, pay attention to the teacher explanation, listening to the teacher explanation, asking for unclear explanation, and the last is pay attention to the steps for conducting inquiry approach.
- 2) Theorizing activities includes: reading the text carefully, identify and understand about the contents of topic, identify general and specific information from text, include the language function and grammar that related with the topic.
- 3) Questioning activities includes: practicing, asking question and active involvement during the process of learning.
- 4) Investigating activities includes: review the contents of the topic (comprehending), responding to the teacher explanation and the last, students express their idea.

2. Note taking

The researcher would take a note on what is going on in the teaching and learning process to investigate the students' active involvement and their problem during the process of teaching and learning. It prepared to note down some aspects in teaching and learning which is not covered in the observation and the checklist of the students. These field notes are intended to anticipate the possibility of losing the relevant data during the implementation of the action. The

aspects include the appropriateness of reading task, the practicality and easy of the technique used students' behaviors and problems during the implementation of inquiry approach.

3. Interview

According to Suharsimi Arikunto in her book of Research Procedure, she states that interview also called a field of questionnaire to obtain data from interviewer. Require a long time to collect data thought interview, researcher need to think about the implementation. Gave interview form to respondents and require written answered. It is easier than got the data of respondents with face to face. It also to avoid feeling embarrassed if asked the answer directly. This interview used to get the data about the students responses and their difficulties when using inquiry approach. Form of interview for the students were includes this question bellow: do you like reading? Are there any difficulties in understanding the reading text? If there any difficulties in understanding the reading text, what are they? Do you like English? What do you think about reading subject in your school? What kind of methodology which is makes you easy to understand the reading subject? What do you think about inquiry approach in learning English, especially reading skill? Are there any difficulties when inquiry approach implementing in reading subject? And the last question is how do you think about this approach?

follow: 1) P = The Result students score. F= Students score. N= Total students. For example, if the students score less than 50% = Poor. The students score started 50% up to 74% = Fair. The students score started from 75% - 90% = Good. The students score is started from 91% - 100% = Excellent

The process of analyzed the result of students reading ability, the researcher showed in how the students ability in comprehending the text through active questioning, exploring their opinion, discussing with their friends in a group, summarizing and retelling or made an outlining with their own word. Moreover it also concludes the student's reading difficulties. The last analyzed of action reflection if the last finding shown that the result considered enough to gave treatment of the students, the action would be stop.

H. Concluding Data

The data conclusions were divided into two parts:

1. Data conclusion of each cycle determined whether or not the following action cycle needed. In this case, an action consider completed when the using of Inquiry Approach was accordance with the action plan.
2. The researcher reflected all information concerning with the theory used, and the opinion on the theory related to the study. The researcher then discussed all information concerning the study to get the research to findings finally the researcher would conclude the research findings to answer the research question.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter the researcher tries to introduce data and analyzed them which were collected and obtained during the research. The results and discussions including answering the problem of study that stated in the first chapter which are as follow: (1) How are the students' responses in learning English by using Inquiry Approach? (2) How is the class atmosphere when Inquiry Approach is implemented? (3) How is the progress of the students' achievement in reading after Inquiry Approach implemented?

To answer the first question the researcher needed to describe the data from the interview result and their opinion after inquiry approach was implemented in teaching learning process and also to known students difficulties when inquiry approach implementing in reading subject.

To answer the second question the researcher needed to describe and used the data from the result of field notes and observation checklist to note down anything that happened in classroom which not covered in observation checklist. It is containing descriptions of what the observer saw, heard and anything experienced that happened in the class during the process of teaching and learning. And researcher used the data from the result of observation checklist that contains the descriptions the application of inquiry approach in teaching reading.

And the result of those data (direct observation checklist for the students, note talking and interview) would be analyzed by the researcher and the teacher

class to know the progress of the students in reading ability and the condition of student's when they conducted it. And researcher also analyzed the result of student test after conducted inquiry approach in teaching English especially reading subject, those data to answer the third question.

A. The Glance Description of Research Object

Senior High School of MA Banu Hasyim Sidoarjo is located in Brigjend Katamso Number 100 Janti Waru sidoarjo. It is very easy to reach from many other sides by every people, because the location of the school is very strategic. It can reach with kind of public transportation such as, Lyn X or Lyn HH and some others public transportation that can be used to reach the location of the school. Not only that, but this school is also easy to access by all citizens around of the town of Sidoarjo.

There are many facilities of this school such as hall, yard, multi media room, computer room, library, mosque, parking lot, LCD, OHP and etc. All of the students of MA Banu Hasyim Sidoarjo are able to study and accept the lesson and materials comfortably in their classroom. During the breaking period students are enjoying the facilities of this school. Some of them are gathering praying ashar in the mosque because the basic of this school is Islamic school.

All the teacher and school worker of MA Banu Hasyim Sidoarjo are very competence in their field; they are very nice, kind and friendly. They also have top priority to discipline and responsibility in her or his duties. The school worker

and the teacher work together to keep the school have good reputation and students' quality in education.

All of the students of MA Banu Hasyim Sidoarjo are selected students who have many achievements in education. The graduation students on 2010 got scholarship to study in Al- Azhar Cairo Messer University, some of them also got scholarship to study in IAIN Sunan Ampel Surabaya, especially Arabic literature department of ADAB faculty and UIN Walisongo Malang.

The daily languages used of this school are Arabic and English language, for the first week out all of students used Arabic language to communicate with their friends and for the second week out all of the students should used English language as a daily language.

The first step that would be conducted by the researcher was preliminary study toward the teaching of English at second year of Banu Hasyim Senior High School in Sidoarjo. It was found and identified the problem of the class, and then analyzed them. In the planning step, the researcher was made and designed a lesson plan for teaching reading based on the findings in the preliminary study. It consists of objective and organizes materials. The researcher also was prepared the media, and observation check list. It based on the preliminary observation that was done by researcher on 15 April 2010. (See Appendix 1 and 2)

B. The Descriptions of Research Findings

questioning activity here, teacher was asked for every group to make presentation and students from other group asked anything question for the presentation group. In the last activity is investigating (individual work) students answered question based on the text, make an outline, students gave opinion and suggestion based on the topic of the text.

(See Appendix 3)

- **Implementing**

The researcher started to introduce the inquiry approach technique. The introduction technique covered explanation of what the procedures that should be done by the teacher and students and also covered the explanation about the objective of the inquiry approach technique. After that, teacher was divided the students in a group that consist of five persons and gave the students random game in a short card and asked hem to make a complete essay which one the first paragraph, second and the last paragraph. Students were tried to guess and gave different statement of this game. The random game is the materials of what would be discussed of this topic and teacher gave reward for the students who active involvement in doing game.

Here, the teacher who acted as the practitioner continued to remain the students about hortatory exposition text and asked them to mention the definition of hortatory text, social function, generic structure and command grammatical pattern of hortatory exposition text. Students active

found the way of study by themselves in a group, they demonstrate a desire to learn more with their group, and also they express their own idea which is their found based on the text. Some of the students were answered and gave statement about hortatory exposition text, but the other students are not completed in remaining the hortatory exposition text.

Therefore, the teacher was tried to give simple example about hortatory exposition text. After that, students were read the text carefully and discussed with their group to look for the genre of text, generic structure and grammar which is usually used to identify the hortatory exposition text. Teacher was given 20 minutes to discuss with their friends and students wrote down their own writing/the results of discussion.

When the students were done in discussing, teacher asked for every group to make presentation to test students how deep they understood the materials. Student for other group were asked anything questions of the presentation group and the presentation group were tried to answer all their friends questions based on the text by their own words. While the group was performing their work in front of the class, all of the students were paid attention. Teacher was given correct answer after all of the group presentation was done.

To measure students understanding about the materials teacher was guided the students to make an outline of hortatory exposition text according to the question of an exercise in part A. Here, the students have different opinion and suggestion about the text of “National Education in

the practitioner made some improvement based on the result of the first cycle.

As usual, the procedures of inquiry approach it was included observing and analyzing activity, theorizing activity, questioning and investigating activity. The teacher was really control the students to be active involvement in teaching learning activity by gave them stimulated with asked question to the passive students. (See Appendix 4)

- **Implementing**

In observing and analyzing activity, the teacher was gave the students whispering game that related with the topic of the text, in order to make them enjoy in reading class. Teacher asked for two students to be volunteered in doing game, come forward and whispering the sentences based on the reading text to their group. Before that, the teacher was divided them into two groups.

The researcher started to introduce the inquiry approach technique. The introduction technique covered explanation of what the procedures that should be done by the teacher and students and also covered the explanation about the objective of the inquiry approach technique, in order to make the students understood and got clear explanation what they have to done during the process of teaching and learning.

The teacher was gave an example about the material to built students knowledge of significant features, purpose and used of hortatory

text to make them easier understood and comprehend the reading text.

Teacher asked for students to mention the difficult words in a text to avoid missed understanding and easier to comprehend the reading text. It was based on the reflection of the first cycle.

The students were mentioned some of difficult words such as, wealthier, factions, deprived, despite and adverse. Here, the teacher asked for other students who were known the meaning of those difficult words to give them chance to express their opinion in front of their friends.

In observing activities, the teacher was gave the hortatory exposition text about “Child Marriage” and asked students to read. The students look for the genre of the text, social function, generic structure and grammar which is usually used to identify the hortatory exposition text. And the last, students were written their own writing as the result of their discussion.

In questioning activity the students were started to make presentation; students from other group were asked anything questions of the presentation group. To test students' comprehension how deep they were understood the material also to enrich students' knowledge from their answering question by their own words. The students were done well their presentation, they were tried to answer the question correctly. But, one of the presentation group just kept silent did not express her opinions. The teacher was guided her to spoken.

The last activity was investigating activity. The teacher was gave some questions based on the text and make an outline of hortatory exposition text according to the questions; to measure students' comprehension about the material. Here, the teacher was guided the students make conclusion/ review the study and was gave motivation for the students that English is interesting materials.

(See Appendix 7, 10 and 13)

■ Observing

In this second cycle, the students have more active involvement during the process of teaching and learning. Because the teacher always give them stimuli asking some questions and reminded the students to give their friends a chance to express the ideas.

The building of knowledge about hortatory exposition text motivated students easier to understand the reading text. The students were also understood what they have to do and the students were showed cooperative behavior during presented the materials. When the students found difficulties in understanding the words from their friends' question, the students immediately discussed the words with their friends in the groups.

They also had a great responsibility, the students were even willing to help their friends to speak and express their comprehension of reading text using their own words. But in this meeting their spelling and grammar

were still imperfect. The students were given feedback and correction in closing activity by the teacher. Actually the important thing the students could enjoy and were quiet confident thoughts with their own ideas.

- **Reflecting**

The steps conducted Inquiry Approach was done well and better than before. There were few grammar mistakes and mispronunciation during discussion occurred in presentation the materials. Here, the teacher should remind the students to paid attention to their friends' speech in order not only teacher that was given correction but also the other students be able to give them correction. Besides, the real teacher should give them extra exercise about pronunciation. (See Appendix 19)

c. Third Cycle

- **Planning**

The second reflection was also very meaningful for the researcher to prepare the third planning. This meeting was hold on June, 16th 2010 the time used as usual 3x40'.

As usual, the researcher prepared anything need in implementing inquiry approach. In this third cycle, the researcher and the real teacher discussed about the lesson plan, the topic and the material of the implementation inquiry approach and also the weakness were to be improved in this meeting.

The last is about the activities conducted the implementation of inquiry approach. As usual, the steps of inquiry approach these are observing and analyzing activity, investigating activity, and theorizing activity. The researcher didn't give explanation to act it because the students had really understood about that activities conducted the implementation of inquiry approach. It because they had many experience from the first cycle and the second cycle. (See Appendix 5)

The teacher checked student's attendance and she said greeting to them. Then, the teacher did not forget to review the student's reading comprehension that has taught in the second meeting before by asking them question. Here, the students answered teacher question perfectly. It

means the students really understood and still memorized their reading material about “child marriage” as a previous topic.

In this third meeting the teacher used true – false table of hortatory exposition text for warming up. The teacher asked for students to analyze this text and gave the correct answered based on the fact of the text. The teacher gave limited time to finished it, but the students were done their paper not more than 10 minutes as allocated times.

After that, the teacher gave simple examples about sentence connector based on the reading text such as first, second, third, next, after that the last, etc. and asked students to make sentences using sentence connector. In theorizing activity the teacher asked for students to make a group consist of 5 persons and than teacher gave hortatory exposition text about “technology which gives bad effects”. Students were read, looked for the genre of text, social function, generic structure and grammar which is usually used to identify hortatory exposition text. Students were active found the way of study by themselves in a group; they were discussed with their friends and they note down their own writing as the result of discussion.

In questioning activity teacher asked every group to make presentation the result of discussion to test students’ comprehension how deep they were understood the topic. Students from other group more active asked question of the presentation group better than the first and the

second cycle. Here, the teacher more focused to check students' pronunciation and grammar during questioning activities.

The last activity was investigating activity. Individual work or test to measure students score in reading ability. Teacher gave some question based on the text and asked students make an outline of hortatory exposition text based on the question. This activity to test comprehends students' material about the topic of reading text. After that teacher was guiding the students to make conclusion or summarized the topic with their own words. (See Appendix 8, 11 and 14)

- **Observing**

Based on June, 16th 2010 in the third observation the researcher has found that the students could read the passage fluently. Some of them could organize the basic vocabulary at sight was very important for the students to help them answer the question that were related with their comprehension. The teacher asked the meaning of a word to convince her that the students have known or not about the meaning of the words. The students were appeared to enjoy reading comprehension. This could be seen from their attitude in the classroom. The researcher observed the students who gave participations. There were activities such as asking question, showing their opinion and reading the passage.

Finally, the observation found out there was a significant improvement made by the students and also had positive effect toward the

students to solve their problem about some difficult word they found when they should comprehend and answer the question of the text. Students were very enthusiastic when the teacher asked them to summarize or made conclusion related the topic. The students were also enthusiastic to response teachers' question related to the text.

The other improvement could be seen in their pronunciation when the teacher asked to volunteers to read aloud their outline sheet. The most significant improvement could be seen from their motivation to asked question from the presentation group and the students of presentation group could answer them easily.

- **Reflecting**

In the third cycle, the students showed significant improvement from many sides. The students were eager to express their opinion. It was noted that most of them participated actively in teaching- learning process. Last, the students gave high responses toward teacher's stimulation and questions. It was positive response for applying Inquiry Approach. The researcher felt it was enough to be considered as the data which will be reported when she looked at those observations and considered as the time given by teacher of MA Banu Hasyim Janti Waru Sidoarjo.

(See Appendix 20)

1) The Results of Observation Checklist and Field Note for the 1st Cycle

The first observation checklist was held on Friday/ June 4th 2010, the teacher gave greeting and said hello to the students. All the students gave good respond to the teacher greeting. When the teacher asked question some of them just kept silent, probably it was the first meeting to the students. Teacher stated to introduced the inquiry approach; all the students paid attention to the steps for conducted inquiry approach and some of students asked for unclear explanation. The students was done well the main activities of inquiry approach such as read the text carefully, identify and understood about the contents of topics, identify general and specific information from text, the students understood the language function and grammar that related with the topic, the students be able to review the contents of topic (comprehending), the students were responded the teacher explanation and the students could express their ideas. In one of main activity such as questioning activity the students did not done it well, because some of the students were shy to asked the questions and shy to be active involvement during the process of teaching and learning. The total point of the observation checklist for the students in the first cycle was 85, 71 %. (See Appendix 15)

2) The Results of Observation Checklist and Field Note for the 2nd Cycle

The second observation checklist was held on Friday/ June 9th 2010. The student's were responses the teacher greeting when the teacher said hello. Teacher started asking question to review the study in the first meeting. Students were also gave good response for teacher question and teacher explanation. Students were listening to the teacher explanation, some of them asked for unclear explanation. The students were paid attention to the steps for conducting the implementation of inquiry approach. The students were read the text carefully, identify and understood about the contents of topic. Students be able to identify general and specific information from text that included the language function and grammar related with the topic. Students were done well the main activities in implementing inquiry approach such as practicing, asking question, active involvement during the process of teaching and learning, review the contents of the topic (comprehending) and the students were response to the teacher explanation and some of the students were express their idea. The total point of the observation checklist for the students in the second cycle 85, 71 %. (See Appendix 16)

3) The Results of Observation Checklist and Field Note for the 3rd Cycle

The last observation checklist was held on Friday/ June 16th 2010. First, the students was gave good responses to the teacher greeting. The students also gave good responses to the teacher question when the teacher

Instead of: The ministry Education should be increased access to *education*; improved education quality and better *governance* of the education sector.

4. Make an outline of a hortatory exposition text according to the question above!
- The national education in Indonesia is prepares young Indonesian people to make transition to independent adult life. So, the problem is a way of injecting funds directly into school in order to keep children in school and give school some flexibility in managing their own funds supporting this and the decentralization effort I general and to do develops education in Indonesia is the planning has three main pillar increase access to education, improve education quality and better governance of the education sector.
 - In this case, the students made intralingua errors. The students can not distinguish which one was singular and which one was plural. The sentence *"Indonesia has three main pillar"* Should add by *"s"*. The word *"I general"* instead of *"in general"*. *"Governance"* should be *"governance"* as a *"noun"*. The word *"Government and Governance"* is as same as a *"noun"* but students confused about the selecting words and the function of those words.
 - Instead of: **The national education in Indonesia is prepares young Indonesian people to make transition to independent**

adult life. *The problem solving is how the way in injecting funds directly into school in order to keep children in school and give school some flexibility in managing their own funds supporting this and the decentralization effort in general and to do develops education in Indonesia. The Ministry of Education strategic plan has three main pillars increased access to education, improved education quality and better governance of the education sector.*

5. Give your opinion and suggestion to develop our national education!
- My opinion and suggestion to develop our national education is the government mandated to allocate 50 % of its expenditure on education. *To rised salary teacher to order spirited and Indonesia is must like Malaysia the salary DPR rised the salary teacher.*
 - The students make mistakes in spelling. The word “*rised*” should be “*raised*”
 - **My opinion and suggestion to develop our national education is the government mandated to allocate 50 % of its expenditure on education. *The teacher salary should be raised in order to make the teacher more spirit in teaching. Indonesia should be like Malaysia because the teacher salary in Malaysia is biggest than the salary of DPR.***

b) Second Cycle

In the second meeting, the material entitled "Child Marriage" to improve students reading ability was conducted better than the first meeting. The students become more active involvement during the process of teaching and learning, because the teacher was always give them stimulus with asked some questions and reminded them to give their friends a chance to express the ideas. The students were showed cooperative behavior during presented the material. When the students found difficulties in understanding the words from their friends' question the students immediately discussed the words with their friends in a group. The students could enjoy and were quiet confident thoughts with their own idea. But, in this meeting their spelling and grammar were still imperfect. The researcher found some students mistake such as bellow:

1. What is child marriage?

- Child marriage a harmful traditional practice that weds young people, almost exclusively girl to man who usually significantly older than their new bridge.
- In this case, the students still made intralingua error. After word "*almost exclusively girl*" instead of "*almost exclusively girls*" because it was indicated the plurals. "*Man who usually significantly older*" after word "*man who*" should be followed by "*to be*". The researcher tried to explain that in English sentence minimally included $S + V + O$.

4. Make an outline of a hortatory exposition text according to the question above!
- Child marriage is a harmful traditional practice that weds young people, almost exclusively girls to men who are usually significantly older than their new bride. Child brides lack even the most fundamental human rights, and they remain largely invisible to development efforts. Child marriage may have many purposes. The nobility of some cultures tend to use child marriage among different faction or states as a method to secure political ties between them. The lack of education of girls. In the practice is often deprived of her basic right of health, education, development and equality is a bad influences. We should be improve the education and deeper of religion to force and combat child marriage.
 - The students have done well their outline work. It means the students really understood the material; the students are able to comprehend the reading text.
5. Give your opinions and suggestions to combat the presence of child marriage?
- Should be improve the education and deeper of religion. Obligation of study twelve years.

- Instead of: *S + V + O. We should be enrich our knowledge and increase our religion knowledge. Obligation the study twelve years.*

c) Third Cycle

In the last cycle, the topic of the implemented inquiry approach was “Internet: Technology which gives the bad effects”. The researcher found out there was a significant improvement made by the students and also had positive effect toward the students when they should comprehend and answer the question of the text. Students were very enthusiastic when the teacher asked them to summarize or made conclusion related the topic. The students were also enthusiastic to response teacher’s question related to the text.

The other improvement could be seen in their pronunciation when the teacher asked to volunteers to read aloud their outline sheet. The most significant improvement could be seen from the students' motivation to asked question from the presentation group and the students of presentation group could answer them easily.

2. The Discussion of Observation Checklist and Field Note

The researcher observed the activity directly. In the first cycle the application of inquiry approach technique was 85, 71% but, some of students were not actively involved and some of them did not asking question to the presentation group. The students were shy to express their idea; some of them

still asked the meaning of the difficult words. The students were shy because it was the first time for the students used new technique that was given by the researcher and new focused especially reading skill.

In the second cycle the students become more active during the process of teaching and learning. Because the teacher always gave them stimulus with asked some questions and reminded the students to give their friends a chance to express the ideas. The building of knowledge about hortatory exposition text motivated students easier to understood the reading text. The students also understood what they have to do and the students were showed cooperative behavior during presented the materials. When the students found difficulties in understanding the words from their friends' question, the students immediately discussed the words with their friends in the groups. The second observation checklist score was 85, 71%.

In the last observation checklist the researcher found the students were appeared to enjoy reading comprehension. This could be seen from their attitude in the classroom. The researcher observed the students who gave participations. There were activities such as asking question, showing their opinion and reading the passage. The researcher also found out there was a significant improvement made by the students and also had positive effect toward the students to solve their problem about some difficult word they found when they should comprehend and answer the question of the text. Students were very enthusiastic when the teacher asked them to summarize or made conclusion related the topic. The students were also enthusiastic to

The average score improved up to 18 points. This average score is very satisfied; it can determine that the research was successful and enough to give treatment for the students at this meeting.

5. The criteria of success

Considering the criteria that were made by researcher, she can conclude that her research was successful because the data of the study could reach the criteria of the research. Thus following are:

- a) Most of the students are interesting enthusiastic in applying this inquiry approach technique. Approximately 75% of them are able to understand the rules of this technique well and participate totally in the teaching and learning process in the class.

Based on the result of the interview in seventh number, 100% students stated that inquiry approach is one of interesting method that make students to be critical thinking, easier to understood the reading materials, to be active students in the class through inquiry approach.

- b) The teacher is considered to have a good performance in implementing the inquiry approach technique to improve students' reading ability.

Dealing with the result in the ninth question of interview, all the 20 students sated that inquiry approach is a good method that can help the students easier to understood the reading subject, make the students enjoy in learning English language especially reading subject, make them to be

critical thinking in studying English language. It means teacher has good performance in implementing inquiry approach technique to improve students' reading ability.

- c) The criteria of success also based on students' reading score that dealing with the KKM (Kriteria ketuntasan Minimal or Criteria to Reach the Score) in MA Banu Hasyim school. Students have to reach minimal 75 score in English subject.

Based on the result of students' reading test, it stated that more than 87 % students score improved for the last meeting. Moreover most of them got equal and even more than the standard KKM 75 score from first cycle until the last cycle.

According to Arikunto, she stated that in classroom action research the researcher has to give more respond toward everything that improved in class. Such as: the score of students that was measured by reading test, improvement of the teacher and students in teaching - learning activities for each meeting that was measured by observation checklist.⁵²

⁵² Arikunto Suharsimi, prof. et al, *Penelitian tindakan kelas*, (Jakarta: PT. Bumi Aksara, 2009), p.134

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter was about the conclusion and suggestion of the activities of this study. The main object in this case was to answer the research question. Beside that, the researcher would give the point of some questions of how to make the classroom activities done well.

A. Conclusion

1. The students' responses in learning English by using inquiry approach are very good. Students stated that inquiry approach is one of interesting method that make students to be critical thinking, easier to understood the reading materials, to be active students in the class through inquiry approach. It could be seen by the result of interview in number seventh and ninth that all the 20 students answered inquiry approach could help them in learning English language either the result of observation checklist also support this statement. It could be seen that the last cycle score of observation checklist proved 92, 85% means, excellent score.
2. The class atmosphere when inquiry approach implemented is that students become actively involved during the process of teaching and learning. Students showed cooperative behavior and the students were also understood what they have to do in the class. It could be seen from observation checklist proved 92, 85% means, excellent score.

Suggestion

[illegible]

- [illegible]

2. For Students

1. The researcher hopes the students learn English more actively, since English is very important in modern Era in the future later.
2. By English the students are able to add their knowledge. Students are able to know the information from English news or book whether they understand the meaning of English through reading skill.
3. My suggestion although whether the students get difficulties in learning English, don't give up, some day the students will be realize that English is very important. It is able to proved modern Era when the students always meet foreigner in Indonesia or go abroad. Moreover don't be lazy to memorize the words in reading text, because memorizing some English words it is main step to improve the students' ability in English language.

3. For Other Researcher

1. For the further researcher who will conduct the similar study it is expected to enlarge this research using Inquiry Approach in different field such as university to improve students' reading achievement.
2. This research has given a lot of new edition in enriching the researcher stock of knowledge regarding the theme, rarely the use of Inquiry Approach. But the researcher realizes that she needs to explore more the subject matter in order to have a better understanding about it.

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